

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an extremely important element that humans must to have. Because education as a process of imparting knowledge from the teachers to the students to help them become humanist. As One of the products of education is an useful member of society. Education can transform human completely from inside and outside by changing human's mind and personality. But to get the good quality, the students have to through the educational process to achieve knowledge, values, skills, beliefs and moral habit.

The educational process has started since humans were born. Education first comes from the family and the environment then proceed to formal education level in school. Education in school cannot be separated of the learning process and interaction between students as learners and teachers as educators.

Talk about educational process, especially in Indonesia, the government of education mostly used taxonomy education theory as a principle of learning approaches. The purpose of application this theory because the mastery of skills in learning must be mastered starting from the lowest level then gradually to the higher level. Therefore, Bloom's Taxonomy is used to determine cognitive levels in determining material, mapping concepts in learning content. In addition, Bloom's taxonomy can also be used as a standard for the achievement of learning outcomes.

Bloom's Taxonomy was introduced by Benjamin Bloom in 1956 for educational purposes, namely introducing the conceptual framework of students' thinking abilities. In 1994, Lorin Anderson has refined Bloom's

taxonomy theory to suit the progress of the times. As a result, in 2001 Anderson has made changes to the cognitive domain.

Currently, Anderson Taxonomy is widely used in education systems in Indonesia. In early 2022, the Minister of Education Indonesia announced that The Merdeka Curriculum as the Merdeka Belajar program and it already implemented for Kindergarden, Elementary School, Junior High School and Senior High School in Indonesia. The application of Anderson Taxonomy has been contained in the Merdeka Curriculum . Implementation of the Merdeka Curriculum included in learning outcomes (Bahasa : Capaian Pembelajaran) which contains :cognitive, affective and psychomotor. In learning process, As Anderson & Krathwohl (2012,p.35) said that the cognitive process dimension in Bloom's taxonomy revised contains six categories: Remember, Understand, Apply, Analyze, Evaluate, and Create.

In cognitive domain, the lowest level of thinking is knowing / knowledge or in the latest version it is memorizing (remembering) and moving at a higher level of thinking starting from understanding, application, analysis, making synthesis and at the highest level of thinking stage evaluating. By using this bloom taxonomy, learning a subject matter in essence should be able to improve the quality of student thinking from a low level of thinking to a higher level of thinking. To find out whether students can achieve learning goals based on the Merdeka Curriculum, the teachers must evaluate their students. To know how far the student already understand to the lesson, the teacher must assess their students. Teacher will know how far students can understand the lesson that have been taught by assessment.

In Holy Qur'an Surah Al-Ankabut verse 3 reveals :

وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ
الْكَذِبِينَ

Translation :

“And we indeed tested those who were before them. And Allah will certainly make (it) known (the truth of) those who are true, and will certainly make (it) known (the falsehood of) those who are liars, (although Allah knows all that before putting them to test).”

Based on the verse above, Allah give some examination to human as the part of life. And the examination is aim to know who's the truth and who's the fault. Those condition is same when teacher give assessment to their students. The assessment or test is aim checking and evaluate the teacher's lesson plan and measure the students' understanding.

Assessment has an important role. Jerrold (2012,p.32) explain that “Assessment can identify the student's needs, document their progress and determine how the teachers doing as the planners in future”. By conducting assessments, the teacher can measure the extent which students have mastered the lessons that have been learned. In this case the teacher can design the assessment in the lesson plan.

Most of the teachers already understood the operational verbs used in writing the syllabus or lesson plans using symbols C1, C2, and C3. The ability of the professional teacher to use these operational verbs may not need to be doubted, because most of them have been trained in activities held by the education group, teacher working groups, or subject teacher deliberations. In contrast, for the training teachers it may be doubted to create a lesson plan using the theory of Anderson Taxomnomy.

UIN Antasari Banjarmasin has a faculty named *Tarbiyah* and Teacher Training which already produced many teacher and trainee especially in English. An educative program namely *Teaching Practice*. Before students joining the program, they must taken several program studies one of them is Instructional Design. In this course, the students design dan train to make lesson plan. At the end of this course, students have to submit the lesson pan that they made as the final test. The purpose of that project is to measure the understanding and ability creating lesson plan systematically.

In this program the researcher found the problem. Commonly the students get the problems and difficulties when make a lesson plan especially in assessment because must conducted it to the cognitive domain in Anderson Taxonomy. They know the theory but they still confused when applied it in the lesson plan. They had difficulties for making judgement about the verb that used in cognitive level which will they used in the topic of the assessment. This is one of the problems that is often consulted with the supervisor or the tutor.

Based on the explanation above, the researcher interest to analyse a part of students' lesson plan which is in assessment and focus on the cognitive domain where usually in state with action verb of Anderson Taxonomy. The researcher uses assessment in leasson plan to develop the knowladge of cognitive domain in Anderson Taxonomy. The researcher feels that this case really needs to be studied because it is very important for a teacher, especially an English teacher. Many kinds of variations in making questions combined with cognitive levels in Blooms Taxonomy. In addition, this study also aims to find out what levels are contained in each lesson plan that has been made.

According to the stament of the reason, the researcher will focused in analysis the cognitive domain in assessment of teaching module made by English Education Department 2019. The researcher conducted a research entitled "An Analysis of Assessment in Lesson Plan Based on cognitive level of Anderson's Taxonomy".

B. Definition of Key Term

1. **Assessment.** The process to measure student's understanding and to evaluate the teacher's lesson plan who's made by English Education Department Studentss 2019
2. **Lesson Plan.** The systematical planning or a programing plan created by the students in Instructional Design course. This organized to plan the lesson in the Merdeka curriculum including core competences, basic competences, indicators and objectives
3. **Anderson's Taxonomy.** In teacher's lesson plan this taxonomy being a rule for creating educationl goals. The revished of Bloom's Taxonomy which use until now. The levels in this Taxonomy are cognitive. affective and psychomotor . It usually found in Instructional Design course as the basis of creating lesson plan.
4. **Cognitive Domain.** The ability or skills for mastery the knowladge. This is related to the theories in students learning materials.

C. Research Question

Based on the explanation above, a formula already made from the problem in research question to guide this research. The question is What levels of learning are in assessment of the lesson plan based on cognitive level of Anderson's Taxonomy?

D. Objective of Study

In the relation of formulated problem above, the objective of the study is to find out the levels of learning are in assessment of the lesson plan based on cognitive level of Anderson's Taxonomy.

E. Significance of Study

The result of the research is expected to give contribution to the teachers and the students both theoretically and practically.

1. Theoretical

- a. The finding of this research will give useful information for English language learning in accordance applied the Merdeka Curriculum.
- b. The finding will give benefit to future research which want to study the same case. This study will be advantages and useful reference.

2. Practical

a. For the students

By knowing the Anderson's Taxonomy, the student can adjust the teaching material with goal to achieved, the objectives of evaluation and the goal of teaching materials. The student can make lesson plans in accordance evaluate their process of teaching and learning in the future.

b. For the teachers

This research can be the basis of the references to teach Introductional Design course in the future. Also to know the students' level in adjust the lesson plan and the cognitive domain of Anderson's Taxonomy.